



Activity 5

Climate Cards

Estimated Completion Time: 50 Minutes

Facilitator Note: You may wish to support children with some of the words and terms used on the cards if children are unfamiliar. It is useful to do the climate card exploration and ordering in groups to allow children to explore each theme.

Purpose of this Activity

This activity helps children think about different ideas for Climate Week and the connected themes, as well as deciding which matter most to them. It encourages discussion, sharing opinions, and making group decisions.

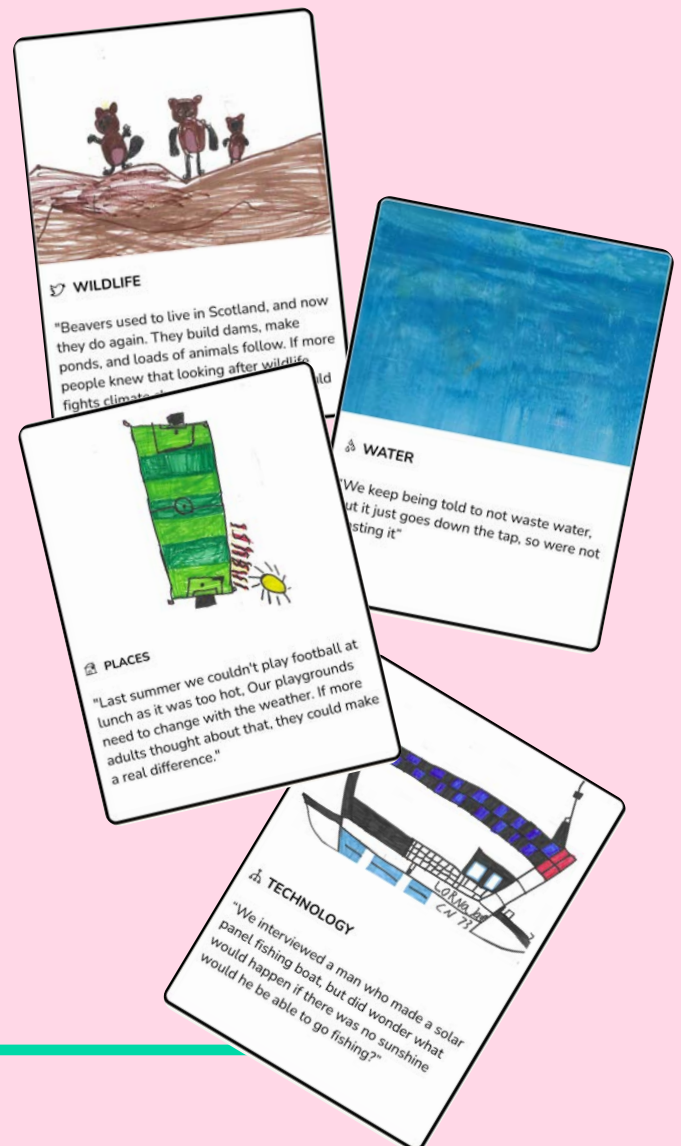
Example

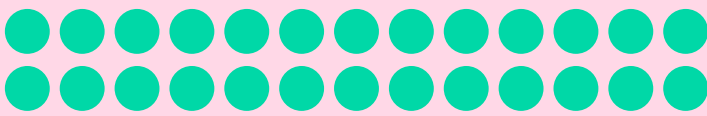
Thoughts on how to order the cards by Park Primary:

“I chose Wildlife as most important because animals can’t help themselves and we need to protect them.”

“I put Water at the top because we keep getting told not to waste it. I put Weather lower because it doesn’t happen all the time.”

“I put Green Technology near the bottom because I don’t really get what it is.”





You Will Need

- Climate Cards - childrensparliament.org.uk/wp-content/uploads/Climate-Week-Cards.pdf (print a set for each group participating or one to deliver the activity for the whole class).

Step 1: Explore The Climate Cards

Invite children into groups of four or five and provide each group with a set of 'Climate Cards' to explore together. The cards present different issues and themes that children have spoken about in relation to climate change and the environment.

Discuss:

- What is the child saying in each card?
- Why is it important?
- What does it make you think about?

Step 2: Ordering The Cards (Diamond of 9)

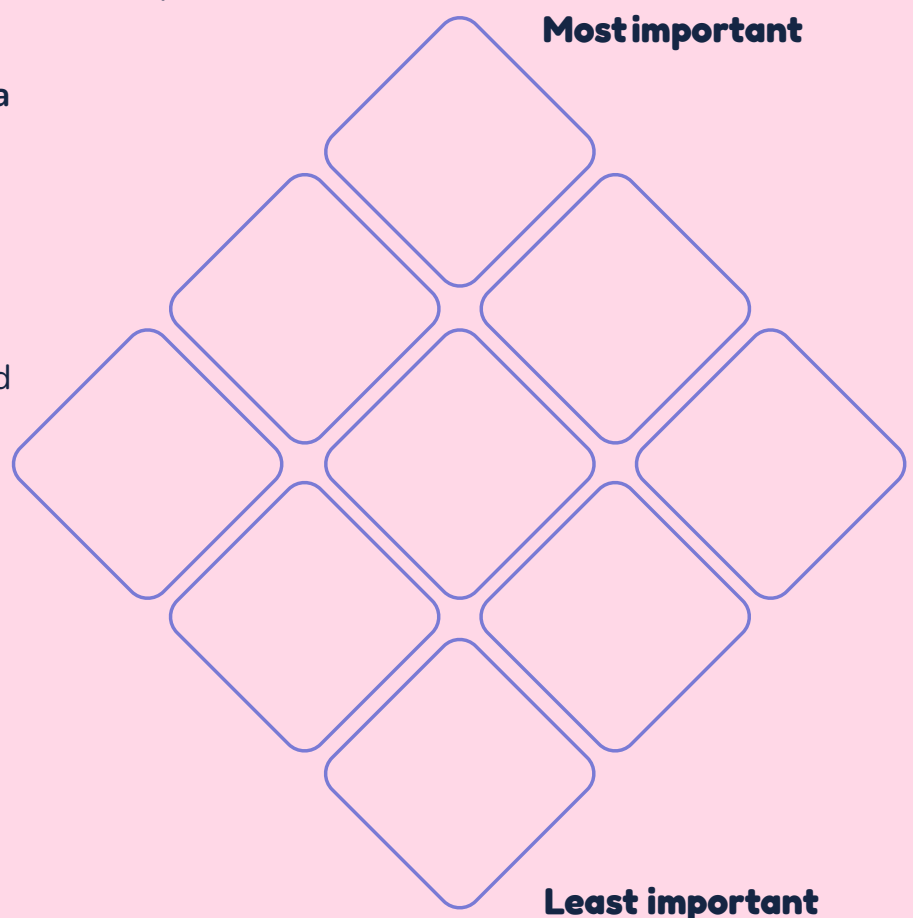
Ask children to work together to arrange the cards into a diamond of 9 shape:

- Place the most important idea at the top
- Place the next most important ideas in the middle
- Place the least important idea at the bottom

Step 3: Reflections

Encourage children to talk, share ideas, and reach consensus as a group. Bring the class together and hold a vote to choose one main theme.

Explain that this theme will be the starting point for **Your Climate Week**.





Activity 6

Our Climate Week Tree

Estimated Completion Time: 50 Minutes

Facilitator Note: You may wish to vary how the Climate Tree is built using different materials in its creation. You may also wish to conduct this activity outdoors hanging or attaching children's responses to a tree or apparatus in the playground or nearby area.

Purpose of this Activity

This activity helps children to truly envisage and imagine their Climate Week; they will consider how people should feel, what they could do, and what they might learn, while encouraging thinking about how they can inspire others, including adults.

Example

Key Quotes: What children said at Park Primary, Oban

People should feel:

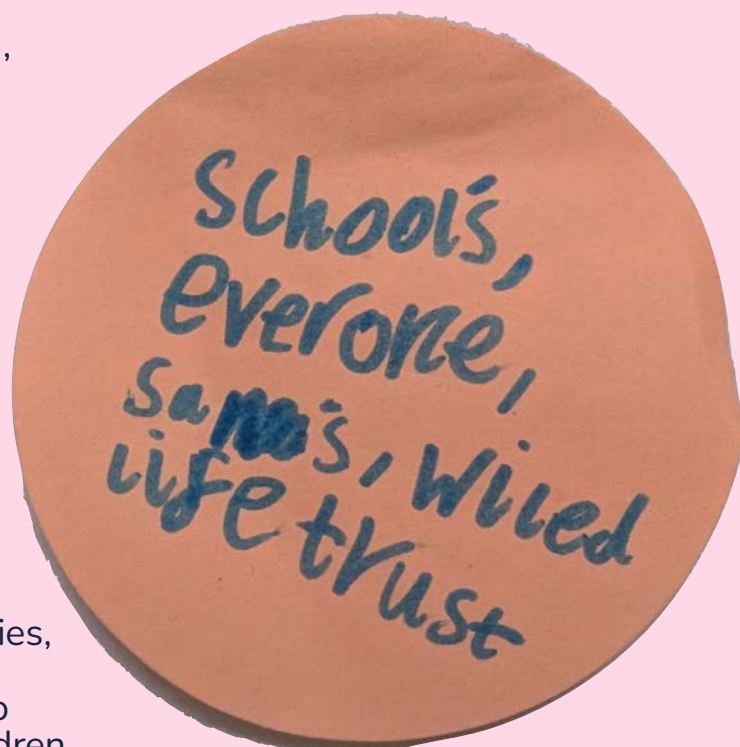
Motivated, interested, concerned, inspired, excited, curious, important.

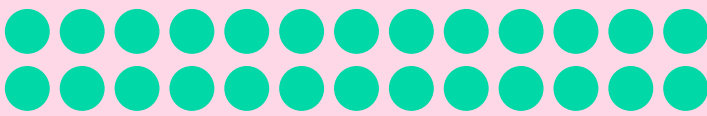
People should act:

Learn in a fun way, get involved, have a good time, make a small difference that will lead to a big difference, campaign, listen.

People who should be involved include:

SAMS (Scottish Association for Marine Science), RSPB (Royal Society for the Protection of Birds), Highland Trust, families, Scottish Government, the local council, politicians, people from the high school so they know about climate week, other children, people with money that may help change things.





You Will Need

- Large paper
- Pens or pencils
- Glue
- Sticks and leaves

Step 1: Setting Up The Climate Tree

1. Inform the children that they are invited to describe what their Climate Week should look and feel and how it can inspire others.
2. Give each group a large sheet of paper and ask them to draw a big tree.

This activity helps children imagine their Climate Week. They will think about how people should feel, what they could do, and what they might learn. It also encourages children to think about how they can inspire others, including adults.

Step 2: Adding To The Tree

Explain each part of the tree and what it represents: Encourage children to add drawings or words and to share ideas as a group. You can use the key below to help children contribute.

Roots – Feelings

How do you want people to feel during Climate Week?
(examples: excited, hopeful, included, inspired)

Branches – Actions

What should people do during Climate Week?
(examples: act, learn, create, explore, share, plant, investigate)

Leaves – People

Who do we want to inspire and involve as part of our climate week?
(examples: other children, the school janitor, politicians, climate experts, local organisations)

Step 3: Reflections

Ask children to look at their tree and choose the ideas that feel most important.

Talk together using questions such as:

- Which feelings matter most?
- Which activities sound the most exciting?
- What do you want people to do?

Next Steps

Encourage children to explain their ideas. Explain that these responses will help shape their Climate Week.

